



QUESTIONS BOOKLET



CANADIANA

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GRADE 12 DIPLOMA EXAMINATION

English 30

Part B: Reading (Multiple Choice)

June 1991

Alberta
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 30**

Part B: Reading (Multiple Choice)

QUESTIONS BOOKLET

DESCRIPTION

Part B: Reading (Multiple Choice) contributes 50% of the total English 30 Diploma Examination mark.

There are 70 questions in the Questions Booklet and seven reading selections in the Readings Booklet.

Total time: 2 hours

INSTRUCTIONS

- Be sure that you have an English 30 Questions Booklet and an English 30 Readings Booklet.
- You may **NOT** use a dictionary, thesaurus, or other reference materials.
- On the **ANSWER SHEET** provided, use **ONLY** an **HB** pencil to mark the **CORRECT** or **BEST** answer for each question.
- Mark only one answer for each question. If you change an answer, erase your first mark completely. Answer all questions.

Example

Which month has 31 days?

- A. February
- B. April
- C. November
- D. December

Answer Sheet

A	B	C	D
①	②	③	●

JUNE 1991

I. Read “Called For” on page 1 of your Readings Booklet and answer questions 1 to 10.

1. The phrase that MOST STRONGLY reinforces the image “loud / With adolescent grief” (lines 7-8) is
 - A. “electric howls” (line 18)
 - B. “sprawling bodies” (line 20)
 - C. “tribal lights” (line 31)
 - D. “passive / Communion” (lines 31-32)

2. The expression “alien caperings” (line 9) refers specifically to the
 - A. rock concert
 - B. modern world
 - C. violent activity
 - D. foreign surroundings

3. In lines 10 and 11, the tone of the poem shifts from
 - A. optimism to pessimism
 - B. security to uncertainty
 - C. disapproval to amusement
 - D. protectiveness to punitiveness

4. The phrase “locked up in neat stanzas” (line 11) implies the
 - A. aspirations of writers
 - B. rebellion of the child
 - C. frustrations of adolescence
 - D. preconceptions of the father

5. The dominant image in the third stanza is created by the word
 - A. face
 - B. music
 - C. smoke
 - D. colour

Continued

6. An example of simile is found in the lines
- A. “all outlandishly / Named and rigged up” (lines 6-7)
 - B. “lit fitfully / By dizzy crimsons” (lines 16-17)
 - C. “Smoke / Lifts as from a winter field” (lines 27-28)
 - D. “consuming, as I look, / That child I gave protective rhetoric” (lines 29-30)
7. In the third stanza, the image of the child’s face recurs to suggest
- A. parental love
 - B. communal security
 - C. adolescent despair
 - D. individual identity
8. The contrasting worlds of the father and the child are represented by the words
- A. “field and fen”
 - B. “home and habit”
 - C. “road” and “detour”
 - D. “temporary world” and “auditorium”
9. The word that BEST describes the father’s feelings in the last stanza is
- A. impatience
 - B. uncertainty
 - C. indifference
 - D. determination
10. The phrase that offers the MAIN reason why the father falters as he calls his child’s name (line 38) is
- A. “this place, the tribal lights” (line 31)
 - B. “the passive / Communion of noise and being young” (lines 31-32)
 - C. “the strident music which I give / No more than half an ear to” (lines 33-34)
 - D. “the sense / Of drifting out into another plane” (lines 34-35)

II. Read the excerpt from *Two Sides to a Tortoise* on pages 2 and 3 of your Readings Booklet and answer questions 11 to 22.

11. The crew's purpose for going ashore was to
- A. establish archaeological bases
 - B. bring back information and food
 - C. study the habits of the tortoise
 - D. survey the island for future navigation
12. The word that is closest in meaning to "antediluvian" (line 10) is
- A. gigantic
 - B. fearsome
 - C. repulsive
 - D. prehistoric
13. The narrator is particularly vulnerable to his impressions and experiences because
- A. creatures such as tortoises are rarely held in captivity
 - B. he has been at sea for so long that anything else appears to be extraordinary
 - C. he has been at sea for so long that he is accustomed to hallucinations
 - D. diversions were anticipated to ease the sailors' boredom
14. The arrival of the tortoises has an effect upon the narrator that is "not easy to unfold" (line 22). This effect is BEST described as
- A. awe
 - B. dismay
 - C. anxiety
 - D. excitement
15. The effectiveness of lines 17 to 20 results from the use of
- A. irony and allusion
 - B. contrasting details
 - C. exaggeration and repetition
 - D. imagery and parallel structures

Continued

16. The phrase that MOST EFFECTIVELY expresses the narrator's impression of the tortoises' appearance is
- A. "three Roman Coliseums in magnificent decay" (lines 26-27)
 - B. "such a citadel wherein to resist the assaults of Time" (line 35)
 - C. "I scraped among the moss and beheld the ancient scars" (line 36)
 - D. "distorted like those sometimes found in the bark of very hoary trees" (lines 38-39)
17. In the context of lines 13 to 17, the phrase "But instead of three custom-house officers" achieves the effect of
- A. exaggeration
 - B. amusement
 - C. paradox
 - D. rhetoric
18. The narrator states that the scars on the tortoises' shells are the result of
- A. attacks by predators
 - B. falls among the rocks
 - C. mishandling by crewmen
 - D. uneven patterns of growth
19. The phrase "crowning curse" (line 52) is a paradox in that
- A. obsessions are usually not handicaps
 - B. what should be an advantage is a disadvantage
 - C. admirable strength is serving despicable purposes
 - D. reptiles do not have the characteristics of royalty
20. The word "belittered" (line 53) means
- A. hostile
 - B. unstable
 - C. polluted
 - D. cluttered

Continued

21. The tortoises are received onto the ship in darkness. The sense of darkness and mystery that their arrival inspires in the narrator is replaced the next evening by an attitude that is
- A. cruel and calculating
 - B. cheerful and practical
 - C. ambivalent and confused
 - D. sentimental and steadfast
22. That the narrator is aware of an irony in his responses is indicated by the phrase
- A. "I should have curiously stared at them" (lines 14-15)
 - B. "I no more saw three tortoises" (lines 25-26)
 - C. "these tortoises are the victims" (lines 47-48)
 - D. "But next evening, strange to say" (line 69)

III. Read the excerpt from *Henry the Fifth* on pages 4 and 5 of your Readings Booklet and answer questions 23 to 31.

23. The fact that Bates and Williams do not realize that they are talking to the King is an example of
- A. dramatic irony
 - B. character revelation
 - C. dramatic foreshadowing
 - D. interlocking monologues
24. The imagery in “Even as men wreck’d upon a sand, that look to be wash’d off the next tide” (lines 7-8) evokes MAINLY a sense of
- A. doubt
 - B. misfortune
 - C. hopelessness
 - D. resolve
25. In lines 10 to 18, Henry uses his anonymity to
- A. support Erpingham’s opinion
 - B. justify Erpingham’s ignorance
 - C. prepare Bates and Williams for the inevitable difficulty
 - D. comment on the vulnerability of all men, regardless of station
26. In the context of lines 24 and 25, the word “ransomed” means
- A. honored
 - B. humiliated
 - C. held hostage
 - D. made penitent
27. Bates’ statement in lines 32 and 33 is BEST taken to mean
- A. if the King is wrong, we are wrong
 - B. we are not to follow the King if he is wrong
 - C. if we do as the King says, we have nothing to fear
 - D. we are absolved from guilt if we are loyal to the King

Continued

28. In lines 48 to 64, Henry emphasizes his belief that
- A. each subject owes his king support
 - B. each man is accountable for his own soul
 - C. his cause must be fought for at any cost
 - D. he is responsible for the deaths of his men
29. Henry refers to the ironic consequences of an impure conscience in the statement
- A. “The King is not bound to answer the particular endings of his soldiers, the father of his son, nor the master of his servant” (lines 48-50)
 - B. “War is His beadle, war is His vengeance” (line 58)
 - C. “Where they feared the death, they have borne life away; and where they would be safe, they perish” (lines 60-61)
 - D. “Every subject’s duty is the King’s; but every subject’s soul is his own” (lines 63-64)
30. The soldiers expect the battle at Agincourt to be one of
- A. easy victory
 - B. long duration
 - C. many casualties
 - D. eventual victory
31. In this excerpt, the soldiers’ mood changes from
- A. determination to suspicion
 - B. resentment to acceptance
 - C. optimism to pessimism
 - D. doubt to fear

IV. Read the excerpt from *Here We Are* on pages 6 to 9 of your Readings Booklet and answer questions 32 to 42.

32. The repetition of “Well” and “here we are” in lines 1 to 5 establishes MAINLY the
- A. comic tone that dominates the play
 - B. essential shallowness of the characters
 - C. nervous uncertainty of the young married couple
 - D. play’s theme of dishonesty in human communication
33. Identifying the characters generically as “He” and “She” has the effect of
- A. ensuring that the characters will not be taken seriously
 - B. suggesting the universality of the characters’ situation
 - C. inviting the reader to become emotionally involved in the play
 - D. convincing the reader that the play is fiction and not realistic
34. The comments regarding time in lines 7 to 11 serve MAINLY to
- A. create a sense of urgency
 - B. satisfy the reader’s curiosity
 - C. reflect the couple’s state of mind
 - D. confirm important aspects of the setting
35. The bride’s comment about Louise looking “sort of tired” (line 42) is motivated by
- A. insolence
 - B. sympathy
 - C. jealousy
 - D. affection
36. The irony in the bride’s complaint that the groom “didn’t even notice” Ellie (line 54) is that
- A. Ellie was more beautiful than Louise
 - B. the groom is actually in love with Ellie
 - C. Ellie is already much admired by many others
 - D. the bride took offence when he did notice Louise

Continued

37. The MOST DIRECT suggestion of the bride's sense of insecurity is the statement
- A. "But you never pay attention to Ellie, anyway" (lines 54-55)
 - B. "All mixed up, and then being sort of 'way off here, all alone with you" (lines 81-82)
 - C. "He's going to give me anything I want for the apartment" (line 114)
 - D. "Oh, I don't want to be like them" (line 151)
38. The groom says "I don't know anything about hats" (line 101) in an attempt to
- A. calm his wife and re-establish harmony
 - B. express his contempt for fashion trends
 - C. admit that he has been unfair and insensitive
 - D. express his impatience with his wife's conceit
39. The groom's outburst about Joe Brooks (lines 108-117) appears to be based on the fact that the groom
- A. wishes to draw attention away from his own actions
 - B. feels a need to justify his refusal to be agreeable
 - C. has been provoked by the bride's relentless accusations
 - D. despairs of meeting the bride's standards of acceptable behavior
40. The irony of the bride's statement "I feel so sort of alone" (line 141) is that
- A. she is contributing to her isolation
 - B. it has been the happiest day of her life
 - C. she has not been allowed time to herself
 - D. the groom is doing nothing to reduce her isolation

Continued

41. That the bride seeks the groom's compliments suggests MAINLY her

- A. pride and vanity
- B. selfish attitude
- C. natural eagerness
- D. need for reassurance

42. The MOST CENTRAL dramatic element in the play is the dispute regarding

- A. Louise
- B. the hat
- C. Joe Brooks
- D. the bride's family

- V. Read “Law Like Love” on pages 10 and 11 of your Readings Booklet and answer questions 43 to 50.**
- 43.** In the first five stanzas, the speaker describes different views of law as concepts that are
- A.** unquestioned
 - B.** unprincipled
 - C.** unfounded
 - D.** unbiased
- 44.** In lines 26 and 27, “Others” view the law with
- A.** optimism
 - B.** veneration
 - C.** resignation
 - D.** nonchalance
- 45.** In lines 31 to 34, law is described in terms of
- A.** the rich and the poor
 - B.** the destructors and the victims
 - C.** positive and negative attitudes
 - D.** collective and individual responses
- 46.** The poem moves from a generalized consideration of law to a specifically personal consideration of law in the line
- A.** “Law is but let me explain it once more” (line 17)
 - B.** “Law is Goodmorning and Goodnight” (line 25)
 - C.** “If we, dear, know we know no more” (line 35)
 - D.** “I cannot say Law is again” (line 46)
- 47.** The speaker’s observation that it is “absurd / To identify Law with some other word” (lines 43-44) is ironical because of the line
- A.** “Law has gone away” (line 30)
 - B.** “Except that all agree” (line 39)
 - C.** “I cannot say Law is again” (line 46)
 - D.** “Like love I say” (line 56)

Continued

48. The phrase “The universal wish” (line 48) refers to the desire to

- A. define the abstract
- B. establish doctrines
- C. determine ambitions
- D. arrive at consensus

49. The MAIN literary devices used in this poem are

- A. metaphor and repetition
- B. juxtaposition and simile
- C. allusion and alliteration
- D. parallelism and hyperbole

50. Interpreting love in terms of law (lines 56-60) has the effect of

- A. providing a principle to live by
- B. illustrating the paradoxes of love
- C. comparing a variety of views of law
- D. proving the fallacies of other opinions

VI. Read the excerpt from *Songs My Mother Taught Me* on pages 12 to 14 of your Readings Booklet and answer questions 51 to 61.

- 51.** The mother's "little snort" (line 14) reveals her
- A.** anger at her sister Hettie
 - B.** regret about losing the cabin
 - C.** skepticism about her father's motives
 - D.** frustration at spending summer in the city
- 52.** When the mother tells Isobel "It's character that counts" (line 41), her motivation is
- A.** flattery
 - B.** criticism
 - C.** deception
 - D.** consolation
- 53.** The word "pretense" (line 54) means
- A.** deceptive pose
 - B.** foolish attempt
 - C.** unworthy ambition
 - D.** inevitable failure
- 54.** The factor MOST responsible for the tension between Isobel and her mother is Isobel's
- A.** lack of success in getting a job
 - B.** disappointing attitudes and behavior
 - C.** reluctance to lead a normal social life
 - D.** refusal to do necessary work around the house

Continued

55. In this excerpt, the heat wave (line 83) reinforces a mood of
- A. bitter regret
 - B. suppressed anger
 - C. stifled frustration
 - D. physical discomfort
56. The mother's "golden girl" concept of Isobel (line 70) and Isobel's vision of herself as "Rapunzel-like" (line 95) suggest that mother and daughter are
- A. artistic
 - B. romantic
 - C. cultured
 - D. reflective
57. In the context of the excerpt, the bridge (line 115) is a symbol of
- A. disappointment
 - B. apprehension
 - C. transition
 - D. success
58. Isobel's state of mind following her decision (lines 112-125) can BEST be described as
- A. apathetic
 - B. confident
 - C. rebellious
 - D. ambivalent
59. The concept presented in the phrase "locked in the silence of their own unhappiness" (line 129) serves to contrast with
- A. "In many ways my upbringing had been . . . sheltered" (lines 107-108)
 - B. "the first truly independent act of my life" (line 117)
 - C. "What did I expect to see reflected there?" (lines 121-122)
 - D. "They could stop me if they wanted to" (line 127)

Continued

- 60.** In this excerpt, the author presents a sympathetic portrayal of an adolescent's struggle with
- A.** remorse
 - B.** maturing
 - C.** employment
 - D.** insecurity
- 61.** In the context of this excerpt, the cabin's name "Journey's End" serves MAINLY to
- A.** advance plot
 - B.** create suspense
 - C.** establish setting
 - D.** foreshadow outcome

VII. Read “Speech for a High School Graduate” on pages 15 and 16 of your Readings Booklet and answer questions 62 to 70.

- 62.** This speech differs from most high school graduation speeches in that it is
- A. personal
 - B. esoteric
 - C. optimistic
 - D. generalized
- 63.** In the course of his speech, the graduate’s father makes it apparent that his “idiosyncratic” wishes for his daughter (line 4) are based on his own
- A. inherited values
 - B. self-indulgent attitudes
 - C. broad appreciation of life
 - D. ill-considered eccentricities
- 64.** The phrasing “The logic of Athens, the fortitude of London, the grace of Paris” (lines 9-10) is an example of
- A. parallel structure
 - B. climactic order
 - C. subordination
 - D. redundancy
- 65.** That the speaker describes brushing against “thousands of years of faith and murder” (line 12) suggests his appreciation of
- A. ineffectual theorizing
 - B. cynical indifference
 - C. ironic juxtaposition
 - D. detailed observation
- 66.** The word that means “to care for wisely” is
- A. abjure (line 1)
 - B. idiosyncratic (line 4)
 - C. fortitude (line 10)
 - D. husband (line 15)

Continued

67. The speaker suggests that “culs-de-sac” (line 24) are appealing because they
- A. provide a change of pace
 - B. are in tune with nature
 - C. encourage sociability
 - D. promote stability
68. The paragraph that begins at line 33 serves MAINLY to
- A. characterize the speaker
 - B. comment on the nature of work
 - C. characterize the speaker’s daughter
 - D. comment on the nature of friendship
69. The speaker’s comments on fighting and hatred (lines 65-72) are intended to encourage MAINLY an attitude of
- A. restraint
 - B. tolerance
 - C. vengefulness
 - D. courageousness
70. The speaker hopes that his daughter will acquire his own basic attitudes of
- A. resolve and resistance
 - B. integrity and confidence
 - C. dedication and submission
 - D. competition and achievement

